TINU	
1	Visitors to Egypt
	SB pages 1–5 WB pages 1–3

Lesson (1) SB Page (1)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5 m
students will be able to:	-Internet	Youth hostel	-Discussion	What do you know about Hurghada?	Teacher's preparation	
	-internet	windsurfing	-Inductive	Presentation:	book	15 m
<ul> <li>To welcome the</li> </ul>	-Student's book	snorkeling 		1- Match the words and the pictures		
students to their	Maria de la colo	scuba diving	-Study circles	Draw attention to the Objectives box on page 1, which refers to the objectives of		
new class.	-Workbook	bazaar	Problem solving	the unit, and explain in Arabic if	Students'	
	-Teacher's guide	Structures:	-Brainstorming	necessary.	note	
<ul> <li>To introduce the</li> </ul>			-Co- operative	2- Ask and answer	books	
unit to the students.	-Library	*The youth hostel is	-learning	On the board, write <i>Hurghada</i> . Ask the		
	-Board	more / less	-Discovery	students what they know about the city	Student's'	
<ul> <li>To talk about</li> </ul>		expensive than a	ĺ	– for example, its location, its size, its	activity books	15 m
holiday activities.	-Cassette	hotel	-Role playing	main industry (on the Red Sea; the third largest city in Egypt; tourism).		
	-Flash cards	* The police station	-Individual	3- Read the email and check your		
• To read an email		is in the old / new	-Peer learning	answers to exercise 2		
recommending		part of the city.	-Work groups	4 -Read again and complete the		
holiday places			-Team teaching	email with the words from exercise 1		
and activities.			-Pair work	5- Choose the correct words		
			I GII WOIK	Assessment: Oral questions:		
				Written Exercises:		5 m

Home Assignment:SB page 1

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them

UNIT	
1	Visitors to Egypt
	SB pages 1–5 WB pages 1–3

**Date** 

**Period** 

Class

Lesson (2) SB Page (2) WB Page (1)

<b>Objectives</b>	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		
students will be able to:	-Internet	definitely	-Discussion	What should / shouldn't you do at school?	Teacher's preparation	5 m
To give advice	-internet	outside	-Inductive	Presentation: 1- Underline the modals used for	book	
	-Student's book	canal	-Study circles	advice in these sentences:-		15 m
using shouldn't.	-Workbook		-	On the board, write <i>modals</i> . Then write		
siloula/siloulali t.	-WOI KDOOK	Structures:	Problem solving	these sentences and ask the class to identify the modals: We mustn't be late for	Students'	
	-Teacher's guide	1-You should go	-Brainstorming	school. Could you swim when you were	note books	
	Libuani	there when you	-Co- operative	five? (mustn't and could are modals).	DOOKS	
	-Library	arrive.	-learning	2- Read the situations and give advice using should or shouldn't:-		
	-Board		-Discovery	Students read the first sentence. Elicit	Student's' activity	
	Canada	2 You should	-Role playing	ideas for advice they could give. Remind	books	15 m
	-Cassette	definitely try some		them to use <i>should</i> or shouldn't.  3- Use the table to give advice for tourists		
	-Flash cards	windsurfing.	-Individual	WB		
			-Peer learning	1- Match the words and their meanings		
		3 You shouldn't	-Work groups	2- Complete the table using these words 3-Complete the advice with should or shouldn't		
		walk too much in	-Team teaching	4- Write a paragraph about what you		
		the sun	-Pair work	should do to help your parents at home		
				Assessment:		
				Oral questions: Written Exercises		
				WITHOU EACTORES		5 m

Day

Home Assignment:WB page 1

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

UNIT	
1	Visitors to Egypt
	SB pages 1–5 WB pages 1–3

Day	Date	Period	Class

Lesson (3) SB Page (3)

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5M
• To listen to a	-Internet	Village	-Discussion -Inductive	- Is there a good place to eat near your house? Presentation:	Teacher's preparation book	15m
conversation with	-Student's book	Suggestions	-Study circles	1- Ask and answer		
a tourist.	-Workbook	recommend guidebook	Problem solving	Allow time for the students to study the idea maps. Then elicit suggestions more	Students'	
<ul><li>To ask for and</li></ul>	-Teacher's guide		-Brainstorming	specific to the students' own village or city.	note	
give	-Library	Structures:	-Co- operative	Write ideas on the board.  2-Listen to Tarek and his father talking to two tourists. Do the tourists want to	books	15m
recommendations.	-Board	- (Where) do you suggest (we start)?	-Discovery	see or do the same things that you suggested in exercise 1?	Student's' activity	
	-Cassette	-Do you recommend (a	-Role playing	3- Listen again and answer the	books	
	-Flash cards	tour with a guide / going to the bazaar)? - What's the best place	-Individual -Peer learning	questions 4- Take turns to be a visitor to your area. Ask for and give recommendations		
		to (buy souvenirs)?	-Work groups -Team teaching	First, elicit from the class suggestions of local places and activities they would		
		<ul><li>Is there a good place to (eat near the museum)?</li></ul>	-Pair work	recommend to tourists, and write the ideas on the board.		5m
				Assessment: Oral questions: Written Exercises		

Home Assignment:SB page 3	
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Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

UNIT	
1	Visitors to Egypt
	SB pages 1–5 WB pages 1–3

Lesson (4) SB Page (4) WB Page (2)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	Intownst	police station	-Discussion	What should we do to help tourists?	Teacher's preparation	
	-Internet	assistant	-Inductive	Presentation:  1- Work in pairs to do the quiz	book	15m
• To ask and answer	-Student's book			First, explain that in this quiz there are no		13111
a quiz about helping		advice	-Study circles	'right answers' – the questions are there to		
tourists.	-Workbook	brochure	Problem solving	stimulate discussion.	Students'	
	Toochor's guido	Structures:	-Brainstorming	2- Work in pairs	note	
<ul> <li>To discuss ways to</li> </ul>	-Teacher's guide	- A tourist has lost	-Co- operative	1- Ask the students to read the first two	books	
help tourists.	-Library	his bag with his	•	questions and note down countries in pairs.  2- Invite the students to give their ideas and		
			-learning	make a list on the board.	Student's'	
• To design a tourist	-Board	camera and	-Discovery	3- Work in groups and design a brochure	activity	
brochure for Egypt.	-Cassette	passport in it.	-Role playing	encouraging tourists to come to Egypt	books	
071	-cassette	What do you say?	I -Individual	- Ask the students to read the instructions.		15m
	-Flash cards	a "Don't worry, I'll		WB		
		take you to the	-Peer learning	1- Choose the correct answer from a, b, c or d 2- Complete the dialogue		
		•	-Work groups	3- Write a paragraph about what you like to		
		police station."	-Team teaching	do when you visit a beach		
			-Pair work			
		b "You should be	I dii work	Assessment:		
		more careful."		Oral questions:		
				Written Exercises		5m

Home Assignment: WB Page ( 3 )

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

UNIT	
7	Visitors to Egypt
	SB pages 1–5 WB pages 1–3

Day	Date	Period	Class

Review	SB Page ( 5	) WB Page (	(3)
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Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet		-Discussion	What do you remember about visitors to Egypt?	Teacher's preparation	
• To review and		No	-Inductive	Presentation:	book	15m
practise the	-Student's book	new	-Study circles	1- Match the words and their meanings		
vocabulary and structures of the unit	-Workbook	vocabulary	Problem solving	<ul> <li>Read out the first definition and check the students agree that windsurfing is the</li> </ul>		
siructures of the utili				matching word (given as the example).	Students'	
• To practise	-Teacher's guide		-Brainstorming	2- Complete the sentences with should or	note books	
dictionary skills	l :ha		-Co- operative	shouldn't	DOOKS	
dietional y siniis	-Library		-learning	- Write the first sentence on the board and elicit the answer. Students then check in		
	-Board	Structures:	-Discovery	their books.	Student's' activity	
			_	3- Complete the questions or answers	books	
	-Cassette		-Role playing	- Ask two students to read out the first		15m
	-Flash cards	No	-Individual	question and answer, as in the example.		
	-i iasii cai us	new	-Peer learning	WB		
		Structures	-Work groups	1- Write the correct part of speech for the underlined words below		
				2- Read and correct the mistakes in this email		
			-Team teaching	3- Write an email recommending places for a		
			-Pair work	tourist to visit.		
				Assessment:		
				Oral questions: Written Exercises		5m
				WITHER EACTCISES		5111

Home Assignment:. WB Page ( 3 )

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



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### Books and reading SB pages 6–10 WB pages 4–6

Lesson (1 ) SB Page (6)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5 m
students will be able to:	-Internet	historical	-Discussion	What kinds of books do you like reading?  Presentation:	Teacher's preparation	
To talk about		detective	-Inductive	1- Ask and answer	book	15 m
reading habits.	-Student's book	solve	-Study circles	1- Read out the first question and invite one or two students to answer briefly.		
	-Workbook	popular	Problem solving	2- Students then work in pairs to discuss	Students'	
• To read a	-Teacher's guide	schoolwork	-Brainstorming	both questions in more detail. Go round and monitor.	note books	
conversation about	1.91	Characharac	-Co- operative	3- Invite different students to share their	DOOKS	
reading, and	-Library	Structures:	-learning	ideas with the class.		
answer questions.	-Board	Comparatives and	-Discovery	2- Read the conversation. What do you think a book review is?  1 -Read out the question and then allow	Student's' activity	15 m
	-Cassette	superlatives:	-Role playing	time for the students to read the	books	
	-Flash cards	few/fewer/the fewest; little/less/the	-Individual	conversation quickly. Tell them not to worry about understanding every word.		
		least	-Peer learning	2- Elicit the answer from the class.		
			-Work groups	3- Answer the questions - Ask the students to read the conversation		
			-Team teaching	aloud, in pairs.		
			-Pair work	Assessment: Oral questions:		
				Written Exercises:		5 m

Home Assignment:SB page 6

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them



Books and reading
SB pages 6–10 WB pages 4–6

Day	Date	Period	Class

Lesson (2) SB Page (7) WB Page (4)

Objectives	<b>Teaching Aids</b>	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		
students will be able to:	luka wa ak	interest	-Discussion	How often do you go to the library?	Teacher's	5 m
T	-Internet	pages	-Inductive	Presentation:	preparation book	
• To use few, fewer,	-Student's book	amount		1- Complete the sentences with these words from the article		15 m
the fewest and little, less and		amount	-Study circles	- Allow time for the students to read the		
the least correctly.	-Workbook	Structures:	Problem solving	Grammar box. Go round and answer any	Students'	
the reast correctly.	-Teacher's guide	1 -Few students read	-Brainstorming	queries.	note	
	reasiler e ganac	magazines.	-Co- operative	2 -Complete these sentences with the correct form of few or little	books	
	-Library		-learning	- Ask the students to read the example and		
	-Board	2- There is little water in		then complete the task with a partner,	Student's'	
	-Board	the lake because it was	-Discovery	referring back to the Grammar box if	activity	
	-Cassette	very dry this year.	-Role playing	necessary. Alternatively, you could do this exercise with the whole class.	books	15 m
	et. d d.	3- I've got fewer books	-Individual	3- Ask and answer		
	-Flash cards	than you. You've got less	-Peer learning	<u>WB</u>		
			-Work groups	1 -Complete the sentences		
		meat than I have.		2- Read and correct the mistakes in these		
		4- Class 4 has the fewest	-Team teaching	sentences 3- Answer the questions		
		students. That bottle has	-Pair work	Assessment:		
		the least water		Oral questions:		
				Written Exercises		5 m

Home Assignment:WB page 4

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



# Books and reading SB pages 6–10 WB pages 4–6

Day	Date	Period	Class

Lesson (3) SB Page (8)

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5M
students will be able to:  • To read and	-Internet		-Discussion	Do you like reading stories?  Presentation:	Teacher's preparation	15m
understand an		Trembling	-Inductive	1- Read the end of the story below. What	book	
adventure story.	-Student's book	weak	-Study circles	kind of story do you think it is?  1- Elicit different kinds of story and write		
	-Workbook	desert	Problem solving	them on the board (e.g. action, mystery,	Students'	
• To practise expressing feelings.	-Teacher's guide	feelings	-Brainstorming	comedy). 2- Students look at the picture. Elicit where	note books	
empressing reenings.		Churchine	-Co- operative	the story takes place (in the desert).	DOOKS	
• To carry out an	-Library	Structures: Expressing feelings	-learning	2- Read the story again and answer the questions	Student's'	15m
internet search about	-Board	-I feel / felt (frightened /	-Discovery	1- Students read the story again. Tell them	activity	
an author.	-Cassette	quite happy). -Did the story make you	-Role playing	not to worry about any words they don't know at this point.	books	
	-Flash cards	feel (frightened / happy)?	-Individual	2- Allow time for the students to answer the questions and check in pairs. Do not confirm		
		-How did you feel when	-Peer learning	the answers at this point.		
		(Hassan finally saw the	-Work groups	3- Listen to Salma and Nadia talking about		
		trees)? -It made me feel	-Team teaching	the story and check your answers to exercises 1 and 2		
		(excited).	-Pair work	4- Work in pairs		
		-How do you feel about		Assessment:		5m
		(the story) now?		Oral questions:		
		I don't feel (sad).		Written Exercises		

**Home Assignment:SB page 8** 

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



2

#### Books and reading SB pages 6–10 WB pages 4–6

Day	Date	Period	Class

Lesson (4) SB Page (9) WB Page (5)

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet	Adventure stories	-Discussion	What's your favourite novel?  Presentation:	Teacher's preparation	
To talk about	-internet	Mysteries	-Inductive	1 -Ask and answer	book	15m
novels.	-Student's book	summary	-Study circles	1- First, ask the students to read the list of		
	-Workbook	little	Problem solving	genres, and elicit or suggest an example for each.		
• To read a summary.		Structures:		2- Put the students in pairs. Tell them to take	Students'	
	-Teacher's guide	What kind of novels	-Brainstorming	turns to ask each other about each genre	note books	
• To write a	-Library	do you like to read?	-Co- operative	and to tick the appropriate boxes for their partner (and add notes for Other, if		
summary.	·	Why?	-learning	appropriate).	Student's'	
	-Board	-Adventure stories	-Discovery	2- Project	activity	
	-Cassette	-Detective stories	-Role playing	- Tell the students they are going to write a summary of a book. Allow time for them to	books	15m
	et. d d.	-Mysteries	-Individual	read all the instructions carefully.		
	-Flash cards	-Historical stories	-Peer learning	<u>WB</u>		
		-Other:	-Work groups	1- Match the words and their meanings 2- Rewrite the following using the word(s)		
		<b>C</b> tiller.	-Team teaching	in brackets to give the same meaning		
			-Pair work	3- Complete the dialogue		
			-raii WUIK	Assessment:		
				Oral questions: Written Exercises		
				WITHER LACTURES		5m

Home Assignment: WB Page ( 5 )

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Books and reading
SB pages 6–10 WB pages 4–6

Day	Date	Period	Class

Review SB Page ( 10 ) WB Page ( 6 )

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet		-Discussion	What do you remember about books and reading?	Teacher's preparation	
<ul><li>To review and</li></ul>		No	-Inductive	Presentation:	book	15m
practise the	-Student's book	new	-Study circles	1- Match the words and their definitions - Read out the first word and check the		
vocabulary and	-Workbook	vocabulary	Problem solving	students agree that c is the matching	Otrodanska?	
structures of the unit.	-Teacher's guide		-Brainstorming	definition.	Students' note	
To practise using			-Co- operative	2- Choose the correct words - Read out the first sentence, completed as	books	
few/fewer/the	-Library		-learning	the example.		
fewest; little/less/ the least.	-Board	Structures:	-Discovery	3- Complete the dialogue - Ask a student to read out the first sentence	Student's' activity	
the least.	-Cassette		-Role playing	in the dialogue, completed as the example.	books	15
• To practise	-Flash cards	No	-Individual	WB 1- Complete the sentences using the correct		15m
expressing feelings.		new	-Peer learning	form of the words in brackets		
To develop word		Structures	-Work groups	2- Choose the correct words to complete the book review		
building skills.			-Team teaching	3- Write a book review		
bulluling skills.			-Pair work	Assessment: Oral questions:		
				Written Exercises		
						5m

Home Assignment:. WB Page ( 6 )

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



**3** 

#### Festivals and special days SB pages 11–15 WB pages 7–9

Lesson ( 1 ) SB Page ( 11 )

Day	Date	Period	Class

Objectives	<b>Teaching Aids</b>	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5 m
students will be able to:	-Internet	Celebrate	-Discussion	What's your favourite season?  Presentation:	Teacher's preparation	
• To read about	-Student's book	Festival free	-Inductive	1- Ask and answer	book	15 m
spring festivals.		special	-Study circles	- Draw attention to the Objectives box on page 11, which refers to the objectives of		
• To answer	-Workbook	represent	Problem solving	the unit, and explain in Arabic if necessary.	Students'	
questions about a	-Teacher's guide	Structures:	-Brainstorming	2- Match the words and their definitions 1- Read out the first word and check the	note books	
website article.	Libramı	<u>Structures.</u>	-Co- operative	students agree that e is the matching	DOOKS	
	-Library	-Present and past	-learning	definition (given as the example).  2- Allow time for the students to complete	Student's'	
	-Board	simple passive	-Discovery	the task and then check the answers as a	activity	15 m
	-Cassette		-Role playing	whole class.  3- Read the website article and check your	books	
	-Flash cards		-Individual	answers to exercise 1		
	riasir caras		-Peer learning	1- Students read the text quickly, without worrying about every word.		
			-Work groups	2- Elicit the answer to the question in		
			-Team teaching	exercise 1 about the different countries mentioned in the text.		
			-Pair work	4- Answer the questions		
				Assessment: Oral questions: Written Exercises:		5 m

Home Assignment:SB page 11

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them

Teacher Senior teacher Supervisor Director

<del>oww.Cryp2Day.cor</del> وذكرات جاهزة للطباعة

UNIT	
3	Festivals and special days
	SB pages 11-15 WB pages 7-9

Day	Date	Period	Class

Lesson (2) SB Page (12) WB Page (7)

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		
students will be able to:	-Internet	spring	-Discussion	Where do you go in Sham el-Nessim?  Presentation:	Teacher's preparation	5 m
• To use the present		nearly	-Inductive	1- Underline the passive verbs in these	book	
and past simple	-Student's book	pan	-Study circles	sentences - Read out the first sentence. Explain that is		15 m
passive	-Workbook	Structures:	Problem solving	celebrated is the passive form of the verb, in	Students'	
correctly.	-Teacher's guide	1- Spring is celebrated	-Brainstorming	the present simple tense.  2- Make guestions and answers in the	note	
• To talk about		in different ways all over the world.	-Co- operative	present or past simple passive	books	
festivals and special	-Library	2- Sham el-Nessim was	-learning	- Call out some of the verbs needed for this exercise for the students to reply with their	Student's'	
days.	-Board	first held to celebrate the start of spring	-Discovery	past participles (invent, invented; celebrate,	activity	
	-Cassette	nearly 4,000 years ago.	-Role playing	celebrated; use, used; give, given). <b>3- Ask and answer</b>	books	15 m
	-Flash cards	3- Hundreds of eggs	-Individual	- Read out the first question and invite		
		are cooked in a big pan.	-Peer learning	different students to tell the class about the special days their families celebrate.		
		4- In Australia, the	-Work groups	<u>WB</u>		
		start of spring is	-Team teaching	1 -Complete the sentences 2 -Read and correct the mistakes in these		
		celebrated in September!	-Pair work	present passive sentences  3 -Complete the text using the present passive		
				or past passive form of the verbs in brackets		
				Assessment:		5 m
				Oral questions: Written Exercises		

Home Assignment: WB page 7

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



# Festivals and special days SB pages 11–15 WB pages 7–9

Day	Date	Period	Class

Lesson ( 3 ) SB Page ( 13 )

<b>Objectives</b>	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5M
<ul><li>students will be able to:</li><li>To listen to a</li></ul>	-Internet	parades Ianterns	-Discussion	Do you enjoy festivals?  Presentation:	Teacher's preparation	15m
description of a		costumes	-Inductive	1- Ask and answer	book	
festival.	-Student's book	decorate	-Study circles	- Read out the question and encourage a short class discussion. Ask the students to		
_	-Workbook	Churching	Problem solving	say why they enjoy their chosen festivals.	Students'	
<ul> <li>To use sequencing words to describe a</li> </ul>	-Teacher's guide	Structures: -First of all, (we clean	-Brainstorming	2- Match these sentences about Chinese New Year with the pictures	note	
special	Library	our houses).	-Co- operative	- Ask the students to look at the pictures and	books	
day.	-Library	-Next, (we decorate our homes).	-learning	say what they can see. They then complete	04	15m
	-Board	-Afterwards, (many	-Discovery	the exercise by matching the pictures and locations.	Student's' activity	
<ul> <li>To carry out an internet search</li> </ul>	-Cassette	people go shopping).	-Role playing	3- Listen to Li describing Chinese New Year.	books	
about the longest	et. d d.	-After / Before / At (dinner, children	-Individual	Who do young people visit on the first day of the new year?		
day of the year.	-Flash cards	are given envelopes).	-Peer learning	4- Listen again. Are these sentences true (T)		
		-At midnight / midday (there are	-Work groups	or false (F)? -Ask the students what they remember from		
		fireworks).	-Team teaching	the recording they have just heard.		
		-The next day / morning / afternoon,	-Pair work	5- Work in pairs		
		(we wear our new clothes).		Assessment:		5m
		Ciocico).		Oral questions:		
				Written Exercises		

**Home Assignment:SB page 13** 

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Festivals and special days
SB pages 11–15 WB pages 7–9

Day	Date	Period	Class

Lesson (4) SB Page (14) WB Page (8)

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet	breeze	-Discussion	What does Sham el-Nessim mean?	Teacher's preparation	
	-internet	traditionally	-Inductive	Presentation:  1- Answer the questions about the words in red	book	15m
<ul><li>To learn about</li></ul>	-Student's book	preserve		in the text		15
Sham el-Nessim.		dry	-Study circles	- Ask the students what they know about the		
	-Workbook	Structures:	Problem solving	Sham el-Nessim festival. Ask whether they	Students'	
To use critical	To a chorte quido	1- Do you think machines	-Brainstorming	know when the festival was first celebrated	note	
	-Teacher's guide	can make crafts better		and why people eat the traditional food that is eaten during the festival. Tell them that	books	
thinking skills to	-Library	than human hands?	-Co- operative	they will find out later.		
discuss festivals.	·	2- Do you think we need	-learning	2- Answer these questions	Student's'	
	-Board	traditional crafts if	-Discovery	- Students answer questions 1–4, looking	activity	
	-Cassette	machines can make them?	-Role playing	back at the text where necessary.	books	
	-Cassette	Why? / Why not?		3 - Critical thinking		15m
	-Flash cards	2 117	-Individual	- Put the students into small groups to discuss the first question.		
		3- Why is it important for some people to learn	-Peer learning	WB		
		traditional	-Work groups	1- Answer the questions		
		crafts?	-Team teaching	2- Complete the sentences with words from		
				exercise 1 3- Complete the text about Thanksgiving Day		
			-Pair work	in Canada		
				Assessment:		
				Oral questions:		5m
				Written Exercises		

Home Assignment: WB Page ( 8 )

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



## Festivals and special days SB pages 11–15 WB pages 7–9

Day	Date	Period	Class

Review SB Page ( 15 ) WB Page ( 9 )

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet		-Discussion	What do you remember about special days?  Presentation:	Teacher's preparation	
<ul><li>To review and</li></ul>	6	No	-Inductive	1- Complete the sentences	book	15m
practise the	-Student's book	new	-Study circles	- Read out the first sentence, half completed		
vocabulary and	-Workbook	vocabulary	Problem solving	as the example.  2- Write the sentences using the correct	Students'	
structures of the	-Teacher's guide		-Brainstorming	form of the passive  1- Ask the students to study the example.	note	
unit			-Co- operative	2- Students complete the exercise	books	
a To proctice using	-Library		-learning	individually before checking their answers		
<ul> <li>To practise using the present and past</li> </ul>	-Board	Structures:	-Discovery	with a partner. Go round and monitor.  3- Complete the sentences	Student's' activity	
simple	-Cassette		-Role playing	- Read out the first sentence, completed as	books	15m
passive correctly.	-Flash cards	No	-Individual	the example.  WB		25
	Tiusii caras	new	-Peer learning	1- Write a sentence to conclude this article		
<ul> <li>To practise using sequencing words.</li> </ul>		Structures	-Work groups	2- Put these sentences in the correct order 3- Write an email about a special day		
sequencing words.			-Team teaching	Assessment:		
			-Pair work	Oral questions: Written Exercises		
						5m

Home Assignment:. WB Page ( 9 )

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



### REVIEW A SB pages 16-17 WB pages 10-13

Day	Date	Period	Class

<u>Lesson ( 1 ) SB Page ( 16 )</u>

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		
students will be able to:	-Internet		-Discussion	What do you know about Aswan?  Presentation:	Teacher's preparation	
		<u>No</u>	-Inductive	1- Ask and answer.	book	
• To review and	-Student's book	<u>New</u> vocabulary	-Study circles	Ask the students to read the questions and		
practise the vocabulary and	-Workbook	<u>vocabulal y</u>	Problem solving	discuss them in pairs. Then invite different pairs to give their answers.	Ctudonto'	
structures of Units	-Teacher's guide		-Brainstorming	2- Complete the magazine article with these	Students' note	
1-3		Structures:	-Co- operative	words, then check your answers to exercise 1  1- Ask the students to scan the text and elicit	books	
	-Library		-learning	what it is about (Aswan). <b>2</b> - Ask the students to read the words in the	044481	
	-Board	<u>No</u>	-Discovery	box and explain that they have to complete	Student's' activity	
	-Cassette	<u>New</u>	-Role playing	the text with the words.	books	
	-Flash cards	<u>structures</u>	-Individual	<ul><li>3- Answer these questions</li><li>1- Students read the questions. Ask them</li></ul>		
	-i lasii calus		-Peer learning	whether they remember any of the answers		
			-Work groups	from the text before they read. <b>2</b> - Allow time for the students to complete		
			-Team teaching	the task in pairs and then check answers by		
			-Pair work	asking students to read out the answers. <b>Assessment:</b>		
				Oral questions: Written Exercises:		

Home Assignment: WB Page ( 16 )

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director

هذكرات جاهزة للطباعة

### REVIEW A SB pages 16-17 WB pages 10-13

<u>Lesson (2) SB Page (17)</u>

Day	Date	Period	Class

Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
-Data show	New vocabulary:	-Lecture	Warm up and revision:		
-Internet	No	-Discussion	Do you like reading?  Presentation:	Teacher's preparation	
		-Inductive	1- Complete the sentences with the correct	book	
-Student's book	<u>vocabulary</u>	-Study circles	form of few or little -Read out the first sentence, completed as		
-Workbook		Problem solving	the example.	Ctudonto'	
-Teacher's guide		-Brainstorming	2- Complete the sentences in the present simple passive or the past simple passive	note	
	Structures:	-Co- operative	- Read out the first sentence, completed as	DOOKS	
-Library		-learning	the example. Elicit that this sentence is	Otrodo atrol	
-Board	<u>No</u>	-Discovery	3-Listen to Taha and Amir talking about	activity	
-Cassette		-Role playing	books and choose the correct answer  - Tell the students that they are going to hear	books	
-Flash cards	structures	-Individual	a conversation between Taha and Amir.		
Tradition out do		-Peer learning	4 -Talk about what tourists should or		
		-Work groups	shouldn't do in Egypt - Read out the question and ask two students		
		-Team teaching	to read out the example in speech bubbles.		
		-Pair wor	5- Listen and complete these words with th or f. Then say the words		
			Assessment: Oral questions: Written Exercises:		
	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board	-Data show  -Internet  -Student's book -Workbook -Teacher's guide -Library  -Board -Cassette  No New vocabulary  Structures:  No New structures	-Data show -Internet -Student's book -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards -Discussion -Inductive -Study circles -Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching	-Data show -Internet -Student's book -Wordbook -Teacher's guide -Library -Board -Cassette -Flash cards -Flash cards -Flash cards -Internet -Discussion -Discussion -Discussion -Inductive -Inductive -Study circles -Study circles -Problem solving -Problem solving -Problem solving -Problem solving -Problem solving -Proposition -Co- operative -Iearning -Poiscovery -Read out the first sentence, completed as the example. Elicit that this sentence is written in the present simple passiveRead out the first sentence, completed as the example. Elicit that this sentence is written in the present simple passiveRead out the first sentence, completed as the example. Elicit that this sentence is written in the present simple passiveRead out the present simple passive or the past simple passive or the past simple passiveRead out the first sentence, completed as the example. Elicit that this sentence is written in the present simple passiveRead out the question and ask two students to read out the example in speech bubblesItality the present simple passiveRead out the exampleRead out the question and ask two students to read out the example in speech bubblesItality the present simple passiveRead out the present simple passiveRead out the question and ask two students to read out the example in speech bubblesItality the present simple passiveRead out the question and ask two students to read out the example.	-Data show -Internet -Discussion -Inductive -Student's book -Student's guide -Teacher's guide -Library -Board -Cassette -Flash cards -Flash cards -Flash cards -Discussion -Discussion -Inductive -Discussion -Inductive -Study circles -Problem solving -Prosentation: -Promplet the sentences with the correct form of few or little -Pread out the first sentence, completed as the exampleProblem solving -Presentation: -Problem solving -Presentation: -Problem solving -Presentation: -Presentation

Home Assignment: SB Page ( 17 )

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

UNIT	
4	Science and technology
	SB pages 18–22 WB pages 14–16

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5 m
students will be able to:	-Internet	essential expert	-Discussion	Do you like science?  Presentation:	Teacher's preparation	
• To introduce the idea of STEM	-Student's book	focus	-Inductive -Study circles	1 - Ask and answer 1- Draw attention to the Objectives box on	book	15 m
schools to the	-Workbook	encourage da <del>l</del> a	Problem solving	page 18, which refers to the objectives of the unit and	Students'	
students.	-Teacher's guide	Structures:	-Brainstorming -Co- operative	explain in Arabic if necessary.  2- Read out the question and encourage a	note books	
• To read an article about STEM schools	-Library	Expressing	-learning	short class discussion.  2- Read an article about STEM schools	0	
and	-Board	certainty and	-Discovery	- Allow time for the students to read the text quickly – tell them not to worry about	Student's' activity	15 m
answer questions.	-Cassette	uncertainty: might/must	-Role playing -Individual	understanding every word.  3- Which of the red words in the text mean	books	
	-Flash cards	can't be.	-Peer learning	the following? - Ask the students to look at the words in red		
			-Work groups	and discuss their meanings in pairs. Encourage them to read the whole context		
			-Team teaching	to help them decide the meaning of words they don't know.		
			-Pair work	4 -Are these sentences true (T) or false (F)?  Assessment: Oral questions: Written Exercises:		5 m

Home Assignment:SB page 19

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them



UNIT	
4	Science and technology
	SB pages 18–22 WB pages 14–16

Day	Date	Period	Class

Lesson (	2	SB Page (	19	WB Page (	14 )
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Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		
students will be able to:	-Internet	certainty	-Discussion	What does STEM mean?	Teacher's preparation	5 m
• To use		uncertainty	-Inductive	Presentation:  1- Underline the modal verbs with be in	book	15
might/must/can't	-Student's book	similar	-Study circles	these sentences		15 m
be correctly.	-Workbook	Structures:	Problem solving	<ul> <li>Ask the students to read the example sentence and elicit the meaning.</li> </ul>	Students'	
	-Teacher's guide	1- It can't be easy if you	-Brainstorming	2- Complete the sentences with <i>might</i> , <i>must</i>	note	
	-Library	don't know how to use a	-Co- operative	or can't be - Read out the first sentence, completed as	books	
	-Libial y	computer or send an	-learning	the example. Elicit why can't be is the		
	-Board	email.	-Discovery	correct answer (Ali is on holiday. The speaker is sure that Ali is not in the street).	Student's' activity	
	-Cassette	2 -A lesson might be	-Role playing	3- Use might, must or can't be and these	books	15 m
	-Flash cards	about how fast a ball falls	-Individual	words to talk about the pictures WB		
	-i iasii cai us	through the air.	-Peer learning	1- Choose the correct answer from a, b, c or d		
		3- It might be using data	-Work groups	2- Match A with B 3- Complete the sentences about STEM		
		to make a graph.	-Team teaching	schools		
		4 -STEM school students	-Pair work	Assessment:		
		must be hardworking.	I dii Work	Oral questions: Written Exercises		
				WITHER EXERCISES		
						5 m

Home Assignment:WB page 14

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



UNIT	
4	Science and technology
	SB pages 18-22 WB pages 14-16

SB pages 18–22 WB pages 14–16

Lesson ( 3 ) SB Page ( 20 )

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5M
<ul><li>students will be able to:</li><li>To listen to an</li></ul>	-Internet	pollute	-Discussion	What can you see in the picture?  Presentation:	Teacher's preparation	15m
interview with a	-Student's book	connect	-Inductive	1- Answer the questions	book	
STEM school		online	-Study circles	- Ask the students to look at the pictures and elicit what they can see (polluted water, a		
student.	-Workbook	invention	Problem solving	student at a STEM school).	Students'	
	-Teacher's guide	Structures:	-Brainstorming	2- Listen to an interview with a STEM school student. Does she give the same answers as	note books	
<ul> <li>To work together to</li> </ul>	-Library	To express certainty, we can	-Co- operative	you did in exercise 1?	Doons	
solve problems	-Libialy	use:	-learning	- Tell the students just to listen to the general meaning in order to find out what		15m
• To express certainty	-Board	I'm sure (he / she / it) is	-Discovery	the STEM student thinks about the	Student's' activity	
and uncertainty.	-Cassette	(He / She / It) must be (He / She / It) can't be	-Role playing	questions in exercise 1. Tell them not to worry about details because they will hear	books	
• To carry out an	-Flash cards	To express uncertainty, we	-Individual	the recording again.  3- Listen again and complete the sentences		
internet search about		can use:	-Peer learning	4- STEM school students work together to		
the		I'm not sure (he / she / it) is	-Work groups	solve problems. Can you work in the same		
achievements of		(He / She / It) might be	-Team teaching	way to answer these questions?  Assessment:		
STEM school		Perhaps (he / she / it) will	-Pair work	Oral questions:		
students.				Written Exercises		5m

Home Assignment:SB page 20

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



TINU	
4	Science and technology
	SB pages 18–22 WB pages 14–16

Lesson (4) SB Page (21) WB Page (15

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	Intonnot	essay	-Discussion	How good are you with new technology?	Teacher's preparation	
	-Internet	smartphone	-Inductive	Presentation:  1- Read and answer in pairs	book	15m
• To talk about	-Student's book	laptop		- Ask the students to look at the words and		
technology.	Maria de la colo	wi-fi	-Study circles	definitions. They then complete the exercise		
	-Workbook	Structures:	Problem solving	in pairs.	Students'	
<ul><li>To ask and</li></ul>	-Teacher's guide	-Your teacher asks	-Brainstorming	2- Work in pairs and do the quiz. How good are you with new technology?	note	
answer a quiz		you to write an	-Co- operative	- Read out the first situation and the two	books	
about	-Library	essay. Which do	-learning	options to the whole class, and elicit initial		
	-Board	•	-Discovery	ideas. Ask students to give reasons for their	Student's'	
technology.		you prefer?	-	opinions.  3 -Discuss in pairs	activity books	
	-Cassette	a- Writing it using	-Role playing	-Ask the students to read the questions and	DOOKS	15m
<ul> <li>To discuss using</li> </ul>	-Flash cards	neat handwriting.	-Individual	note down their answers.		
technology.	riusii curus	<b>b-</b> Typing it on the	-Peer learning	WB		
		,. •	-Work groups	1- Match the words and their meanings 2- Complete the sentences with words from		
		computer and	-Team teaching	exercise 1		
		emailing it.		3 -Read and correct the underlined words		
			-Pair work	4- Complete the dialogue		
				Assessment:		
				Oral questions: Written Exercises		5m
				WILLIAM DACTUSUS		

Home Assignment: WB Page ( 15 )

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

UNIT	
4	Science and technology
	SB pages 18–22 WB pages 14–16

Day	Date	Period	Class

Review	SB Page (	22 ) WB Page (	16	_)

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet		-Discussion	What do you remember about science and technology?	Teacher's preparation	
• To review and		No	-Inductive	Presentation:	book	15m
practise the	-Student's book	new	-Study circles	1- Complete the sentences		
vocabulary and structures of the unit	-Workbook	vocabulary	Problem solving	-Read out the first sentence and check the students agree that smartphone is the	Students'	
	-Teacher's guide		-Brainstorming	correct answer.	note	
• To practise dictionary skills.	-Library		-Co- operative	2- Complete the sentences with <i>might</i> , <i>must</i> be or <i>can't be</i>	books	
-L	-Library		-learning	- Read out the instruction and the first		
	-Board	Structures:	-Discovery	sentence, completed as the example.  3 -Complete the sentences with these words	Student's' activity	
	-Cassette		-Role playing	- Allow time for the students to study the example and look at the words in the box.	books	15m
	Flack sands	No	-Individual	<u>WB</u>		
	-Flash cards	new Structures	-Peer learning	1- Say these words and complete the table 2- Read about some successful STEM school		
		Structures	-Work groups	students and answer the questions		
			-Team teaching	3- Write an article about STEM school students		
			-Pair work	Assessment:		
				Oral questions:		
				Written Exercises		
						5m

Home Assignment:. WB Page ( 16 )

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



JZ	
5	Achievements
)	SB pages 23–27 WB pages 17–19

Day	Date	Period	Class

Lesson ( 1 ) SB Page ( 23 )

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5 m
students will be able to:	-Internet	genius software	-Discussion	What would you like to do well?  Presentation:	Teacher's preparation	
To introduce the		sum	-Inductive	1- Tell your partner about one thing you	book	15 m
unit to the students.	-Student's book	award	-Study circles	can do or would like to do well - Draw attention to the Objectives box on		
	-Workbook	skill	Problem solving	page 23, which refers to the objectives of	Students'	
• To talk about abilities.	-Teacher's guide	Structures:	-Brainstorming	the unit, and explain in Arabic if necessary.  2- These words are from a newspaper	note	
abilities.			-Co- operative	article. What do you think it is about?	books	
• To read a	-Library	Ability and inability:	-learning	- Ask students to read the words and definitions. Then ask them to cover the	04	
newspaper article	-Board	could/couldn't, was/were	-Discovery	words, and read out the definitions and elicit	Student's' activity	15 m
about a child genius.	-Cassette	(not) able to	-Role playing	the words from the class.  3- Read the article. Find the words in exercise 2	books	
	et b b.		-Individual	and check that you understand their		
	-Flash cards		-Peer learning	meanings - Allow time for the students to read the		
			-Work groups	text quickly. Tell them not to worry about		
			-Team teaching	understanding every word.		
				4- Are these sentences true (T) or false (F)?		
			-Pair work	Assessment:		
				Oral questions: Written Exercises:		5 m

Home Assignment:SB page 23

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them



UNIT	
5	Achievements
)	SB pages 23–27 WB pages 17–19

Day	Date	Period	Class

Lesson ( 2 ) SB Page ( 24 ) WB Page ( 17 )

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		
students will be able to:	-Internet	ability	-Discussion	What could you do when you were	Teacher's preparation	5 m
• To use	-internet	inability	-Inductive	young?	book	
• To use	-Student's book	concert	-Study circles	Presentation:  1- Underline the verbs used to express		15 m
could/couldn't,	18/ o while o oh		•	ability or inability		
was/were (not) able	-Workbook	Structures:	Problem solving	- Tell the students to read the Grammar box	Students'	
to correctly.	-Teacher's guide	1- Abla Wael from	-Brainstorming	carefully and look at the example sentence.	note	
		Cairo couldn't do her maths homework.	-Co- operative	Check understanding by asking Was Abla's homework easy for her? (No. It was too	books	
	-Library	matris nomework.	-learning	difficult.)		
	-Board	<b>2</b> - Mahmoud was able	-Discovery	2 -Complete the sentences	Student's'	
		to give all the answers	•	- Read out the first sentence, completed as	activity books	15 m
	-Cassette	to the sums.	-Role playing	the example. Elicit why were able to is the correct answer (it is plural and it describes a	DOOKS	15 111
	-Flash cards		-Individual	specific situation in the past).		
	-i iasii cai as	<b>3</b> - After only three	-Peer learning	3- Complete the questions, then ask and		
		months, he could read, write and speak English	-Work groups	answer		
		quite well.		WB 1-Answer the questions		
		4	-Team teaching	2 -Finish the following dialogue		
		<b>4-</b> He was able to teach	-Pair work	3 -Complete the sentences so that they are true		
		university graduates		for you		
		about computer		Assessment: Oral questions:		5 m
		programming.		Written Exercises		3111

Home Assignment:WB page 17

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



UNIT	
5	Achievements
	SB pages 23–27 WB pages 17–19

Day	Date	Period	Class

Lesson ( 3	) SB Page	(25)
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<b>Objectives</b>	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5M
students will be able to:	Intonest		-Discussion	What's your favourite TV programme?	Teacher's preparation	4-
<ul><li>To listen to a</li></ul>	-Internet	title	-Inductive	Presentation:	book	15m
conversation about	-Student's book	intelligent		1- Ask and answer - Read out the questions and encourage a		
a TV		amazing	-Study circles	short class discussion.		
programme and	-Workbook	brain	Problem solving	2- Listen to Tarek and Hassan talking about	Students'	
answer questions.	-Teacher's guide		-Brainstorming	a TV programme. Choose the best title for	note	
		Structures:	-Co- operative	the programme 1- Tell the students to listen to the	books	
<ul><li>To talk about</li></ul>	-Library	Adding information	-learning	conversation and choose the best title. Tell		15m
abilities.	-Board	Injy revises her lessons well.	-Discovery	them not to worry about other details	Student's'	
	200.0	<u>Furthermore</u> ,	1	because they will hear the recording again.  2- Play the recording. Then check the answer	activity books	
• To add	-Cassette	she does all her homework on time.	-Role playing	as a class.	DOORS	
information.	-Flash cards	In addition to doing his	-Individual	3 -Listen again and answer the questions		
	riasir caras	homework,	-Peer learning	1 -Ask the students to read the questions.		
<ul><li>To carry out an</li></ul>		Youssef helps his mother in the kitchen	-Work groups	2- Play the recording again. Students then compare their answers with a partner.		
internet search		every night.	-Team teaching	4 -Work in pairs		
about Imhotep.		I could play tennis when was eight. <u>In</u>		Assessment:		
		addition, I could use the	-Pair work	Oral questions:		5m
		internet.		Written Exercises		

Home Assignment:SB page 25

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



UNIT	
5	Achievements
)	SB pages 23–27 WB pages 17–19

Day	Date	Period	Class

Lesson (4	) SB Page (	26) WB Page (	18 )
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Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet	degree	-Discussion	What would you like to achieve one day?  Presentation:	Teacher's preparation	
To talk about	-internet	trophy	-Inductive	1- Complete the sentences	book	15m
	-Student's book	medal	-Study circles	- Ask the students to look at the pictures and		
awards and	-Workbook	win	1	say what they can see. They then read the		
achievements.	- WOI KDOOK	Structures:	Problem solving	sentences and complete them with the words from the box.	Students'	
	-Teacher's guide	-Do you know a	-Brainstorming	2- Ask and answer	note books	
• To do a project	-Library	person who has won	-Co- operative	- Discuss the questions as a class,	DOOKS	
about awards.	-Libial y	one of the awards	-learning	encouraging the students to talk about	01 1 11	
	-Board	from exercise 1?	-Discovery	people they know. They could talk about the achievements of someone famous who they	Student's' activity	
	-Cassette	Which one? Why did	-Role playing	admire if preferred.	books	
	-cassette	they win it?	-Individual	3- Project		15m
	-Flash cards			Ask the students to read the text about the writer's mother. Then refer them to the		
			-Peer learning	questions in 1.		
			-Work groups	<u>WB</u>		
			-Team teaching	1- Choose the correct words		
			-Pair work	2- Complete the sentences with these words 3- Complete the dialogue with these words		
				4 -Choose a job you would like to do.		
				Assessment:		5m
				Oral questions: Written Exercises		
				WHITE PACICISES		

Home Assignment: WB Page ( 18 )

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

UNIT	
5	Achievements
)	SB pages 23–27 WB pages 17–19

Day	Date	Period	Class

Review SB Page ( 27 ) WB Page ( 19 )

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet		-Discussion	What do you remember about achievements? <u>Presentation:</u>	Teacher's preparation	
• To review and		No	-Inductive	1- Complete the sentences	book	15m
practise the vocabulary and	-Student's book	new	-Study circles	1- Read out the first sentence and check the students agree that <i>sums</i> is the correct		
structures of the unit	-Workbook	vocabulary	Problem solving	answer.	Students'	
• To practise word	-Teacher's guide		-Brainstorming	2- Allow time for the students to complete the task, and then check the answers as a	note books	
building skills.	Librani		-Co- operative	whole class.	Doone	
bulluling skills.	-Library		-learning	2 -Make sentences using the correct form of could or was / were able to	01 1 11	
	-Board	Structures:	-Discovery	- Write the example prompts on the board	Student's' activity	
	-Cassette		-Role playing	and elicit the structure. Then ask students to compare their ideas with the example.	books	15m
	-Flash cards	No	-Individual	3 -Choose the correct words		
	-riasn caras	new Structures	-Peer learning	WB  1- Write these sentences in the plural		
		oti actai es	-Work groups	2- Match to make sentences		
			-Team teaching	3- Find and correct the mistakes in the following sentences		
			-Pair work	4- Write a paragraph of seven sentences about Imhotep, the world's first genius		
				Assessment:		
				Oral questions:		5m
				Written Exercises		

Home Assignment:. WB Page ( 19 )

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director

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Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5 m
students will be able to:	-Internet	volcano	-Discussion	How do machines help us at home?  Presentation:	Teacher's preparation	
• To talk about		vacuum lawn mower	-Inductive	1- Ask and answer	book	15 m
machines in the	-Student's book	entertain	-Study circles	1- Draw attention to the Objectives box on page 28, which refers to the objectives of		
home.	-Workbook	face	Problem solving	the unit, and explain in Arabic if necessary.	Students'	
	-Teacher's guide	Structures:	-Brainstorming	2 -Read out the question and put students in pairs to discuss ideas.	note books	
<ul><li>To read a</li></ul>	l ibuam.	- Transitive and	-Co- operative	2- Which of the robots below is a scientific	DOORS	
magazine article	-Library	intransitive verbs	-learning	robot and which are personal robots?  1- Ask the students to look at the pictures	Student's'	
about robots and	-Board		-Discovery	and discuss the question in pairs.	activity	15 m
answer	-Cassette		-Role playing	2- Check the answers as a whole class.  3- Read and complete the magazine article	books	
questions.			-Individual	with these words		
	-Flash cards		-Peer learning	- Read out the words in the box and check they understand each word, and then allow		
			-Work groups	time for the students to read the text. Tell		
			-Team teaching	them not to worry about detail at this stage.		
				4 – Answer the questions		
			-Pair work	Assessment:		
				Oral questions: Written Exercises:		5 m

Home Assignment:SB page 28

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them



UNIT			
6	Inventors SB pages 28–32	WB pages	20–22

Day	Date	Period	Class

Lesson ( 2 ) SB Page ( 29 ) WB Page ( 20 )

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		
students will be able to:		transitive	-Discussion	Who invented the robot?	Teacher's	5 m
_	-Internet	intransitive	-Inductive	Presentation:	preparation book	
• To use transitive	-Student's book			1- Underline the verbs in these		15 m
and intransitive			-Study circles	sentences. Which are followed by a noun?		
verbs correctly.	-Workbook	Structures:	Problem solving	- Ask the students to copy the sentences into their notebooks and underline the verbs	Students'	
verbs correctly.	was also da a state	1- Scientists have used	-Brainstorming	as in the example.	note	
	-Teacher's guide	1- Scientists have used		2- Underline the verbs. Then write T	books	
	-Library	robots for a long time.	-Co- operative	(transitive) or I (intransitive).		
	,	2- In 2012, a robot	-learning	1- First, allow time for the students to read	Ctudent'e!	
	-Board	-	-Discovery	the Grammar box.  2- Check their understanding by asking the	Student's' activity	
	6	went to another	-Role playing	class to suggest some examples of transitive	books	15 m
	-Cassette	planet.	. , .	and intransitive verbs.		
	-Flash cards	3- When you speak,	-Individual	<u>WB</u>		
		5- Wileli you speak,	-Peer learning	1- Match the words and their meanings		
		the robot will answer!	-Work groups	2- Complete the sentences with an object if necessary		
		4 -Some robots dive		3- Find the verbs in these sentences, then write		
			-Team teaching	T (transitive) or I (intransitive)		
		under water to study	-Pair work	4- Now underline the direct objects and circle		
		the sea.		the indirect objects in exercise 3		
				Assessment: Oral questions:		_
				Written Exercises		5 m

Home Assignment:WB page 20

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.





Day	Date	Period	Class

Lesson ( 3 ) SB Page ( 30 )

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5M
students will be able to:	-Internet		-Discussion	Do you like science competitions?  Presentation:	Teacher's preparation	15m
• To ask and answer		inventor fantastic	-Inductive	1- Ask and answer	book	
about problems and	-Student's book	idea	-Study circles	- Read out the first question and invite one		
inventions.	-Workbook	product	Problem solving	or two students to answer briefly.  2- Listen to some students talking to a science		
<ul><li>To listen to a</li></ul>		-	-Brainstorming	teacher about the competition. What is the	Students'	
speaker	-Teacher's guide			prize for the competition?	books	
emphasising points	-Library	Structures:	-Co- operative	<ul> <li>Read out the question and tell the students not to worry about understanding every</li> </ul>		15n
about a science	,	-You must remember to	-learning	word, but to listen out for the answer to the	Student's'	1311
competition.	-Board	describe characters	-Discovery	question.	activity	
• To practise	-Cassette	well.	-Role playing	<ul><li>3- Listen again and choose the correct words</li><li>- Ask the students to read through the</li></ul>	books	
emphasising a point.	Plack souds	-You must remember	-Individual	sentences.		
emphasising a point.	-Flash cards	that (sentence):	-Peer learning	4- Take turns to give advice to students who are entering a story writing		
			-Work groups	competition. Use the expressions in the		
• To carry out an			-Team teaching	Functions box. Think about the following		
internet search				Assessment:		
about inventions.			-Pair work	Oral questions: Written Exercises		5m
				Withen Exercises		311

**Home Assignment:SB page 30** 

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



UNIT		
6	Inventors SB pages 28–32	WB pages 20-22

Day	Date	Period	Class

#### <u>Lesson (4) SB Page (31) WB Page (21)</u>

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet	wooden	-Discussion	What do you know about Egyptian inventors?	Teacher's preparation	
• To read about	-internet	steam	-Inductive	Presentation:	book	15m
the invention of	-Student's book	oras	-Study circles	1- Find these words in the pictures		
	-Workbook	sail	Problem solving	1- Ask the students to look at the pictures		
ships and sails.	Tronkbook	Structures:	· ·	and say what they can see.  2- Read out the words in the box and ask the	Students'	
	-Teacher's guide	<b>1-</b> Why are plants	-Brainstorming	students to point to the correct parts of the	note books	
• To use critical	-Library	and trees cut down?	-Co- operative	pictures.	DOOKS	
thinking skills to	-Library	Give two reasons.	-learning	2- Complete the sentences	0, 1, 11, 1	
discuss	-Board	<b>2-</b> How is soil	-Discovery	- Allow time for the students to read the text Carefully.	Student's' activity	
Egyptian	-Cassette	carried away in	-Role playing	3- Critical thinking	books	
inventions.	-Cassette	nature?	-Individual	Put the students into small groups to discuss		15m
	-Flash cards	Give two ways.		the first question. If necessary, encourage		
		<b>3-</b> How many people	-Peer learning	them to research the question for		
		live with the	-Work groups	homework.  WB		
		problem	-Team teaching	1- Complete the table		
		of desertification?	-Pair work	2- Complete the sentences		
		or dobbitiliounour.		3- Read and answer the following questions		
				Assessment: Oral questions:		5m
				Written Exercises		3111

Home Assignment: WB Page ( 21 )

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.





Day	Date	Period	Class

Review SB Page ( 32 ) WB Page ( 22 )

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:			-Discussion	What do you remember about inventors?	Teacher's	
	-Internet		Landonaktion	Presentation:	preparation book	45
<ul><li>To review and</li></ul>	-Student's book	No	-Inductive	1- Complete the text	BOOK	15m
practise the		new	-Study circles	- Read out the first sentence, completed as the example.		
vocabulary and	-Workbook	vocabulary	Problem solving	2- Underline the verbs and write <i>T</i>		
structures of the			-Brainstorming	(transitive) or I (intransitive)	Students' note	
unit	-Teacher's guide		-brainstorning	-Ask a student to remind the class of the	books	
	-Library		-Co- operative	meaning of transitive and intransitive. Elicit	DOORO	
To proctice writing	-Library		-learning	examples of both types of verb.		
• To practise writing	-Board	Structures:	-Discovery	3 -Underline the direct object and circle the	Student's'	
a report.		<u>Structures.</u>	ĺ	indirect objects 4 -Make sentences that emphasise a point	activity books	
	-Cassette		-Role playing	WB	DOOKS	15m
		No	-Individual	1- Read the report below and choose the		
	-Flash cards	new	-Peer learning	correct words		
		Structures		2- Rewrite the following using the word(s)		
			-Work groups	in brackets to give the same meaning		
			-Team teaching	3- Write a report about a famous Egyptian		
			-Pair work	<u>invention</u>		
				Assessment:		
				Oral questions:		
				Written Exercises		5m

Home Assignment:. WB Page ( 23 )

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.





<u>Lesson (1) SB Page (33)</u>

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time	
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m	
students will be able to:			-Discussion	What do you know about Nobel prize?	Teacher's		
	-Internet	<u>No</u>		Presentation:	preparation book	45	
Ŧ '	-Student's book	New	-Inductive	1- Read about Alfred Nobel. What are the	DOOK	15m	
•To review and	Student's Book	vocabulary	-Study circles	Nobel Prizes for?  1 -Tell the students that in Review B they are			
practise the	-Workbook	<u> </u>	Problem solving	going to review and consolidate what they			
vocabulary and structures of Units 1-			1	have learned in Module 2.	Students'		
siructures of utilis 1-	-Teacher's guide		-Brainstorming	2- Ask the students to look at the title of the	note books		
0	Libuami	Structures:	-Co- operative	text. Ask if they have heard of the Nobel	DOOKS		
	-Library		-learning	Prizes, and if so elicit what they know.			
	-Board			2- Choose the correct words	Student's'		
	Dould	<u>No</u>	-Discovery	1- Tell the students to read the text again and	activity		
	-Cassette	<u>New</u>	<u>New</u>	-Role playing	then work in pairs to complete the exercise.  2- Check answers by inviting different	books	15m
	-Flash cards	<u>structures</u>	-Individual	students to read out the completed			
			-Peer learning	sentences.			
				3- Complete the sentences			
			-Work groups	- Read out the first sentence, completed as			
			-Team teaching	the example.			
			-Pair work				
				Assessment:			
				Oral questions:			
				Written Exercises:		5m	

Home Assignment: SB Page ( 33 )

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director

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Lesson ( 2 ) SB Page ( 34 )

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time	
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m	
students will be able to:	-Internet	No.	-Discussion	What do you know about Dr Mostafa Musharafa?  Presentation:	Teacher's preparation		
-To review and		<u>New</u>	-Inductive	1- Which of the following sentences are not	book	15m	
practise the	-Student's book	<u>vocabulary</u>	-Study circles	<ul><li>correct? Why?</li><li>- Ask the students to give examples of</li></ul>			
vocabulary and	-Workbook		Problem solving	sentences containing transitive verbs, and	Ctudo oto?		
structures of Units 1 -	-Teacher's guide		-Brainstorming	write them on the board. Elicit why they are transitive (they need an object after them).	Students' note		
6	- Teacher 3 guide	Structures:	-Co- operative	Then ask for some sentences containing	books		
	-Library		-learning	intransitive verbs and write them on the			
	-Board -Cassette	<u>No</u>	-Discovery	1 /- I noose the correct words	Student's'		
		New structures		-Role playing	1- Read out the first sentence, completed as	activity books	
				the example.  2- The students complete the exercise in		15m	
	-Flash cards		-Individual	pairs.			
			-Peer learning	3- Listen to Adam and Faris talking about Dr Ali			
			-Work groups	Moustafa Musharrafa and answer the questions			
			-Team teaching	4 -What could / couldn't you do when you			
			-Pair wor	were five? Talk about the following  5 -Listen and underline the stressed			
				syllables in these words			
				Assessment:		5m	
				Oral questions: Written Exercises:			
				WITHER EXCICISES.			

Home Assignment: SB Page ( 34 )

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



Lesson ( 1 ) SB Page ( 35 )

Day	Date	Period	Class

<b>Objectives</b>	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5 m
students will be able to:		indoor	-Discussion	What's your favourite sport?	Teacher's	
	-Internet	courts	-Inductive	Presentation:	preparation book	15 m
<ul><li>To introduce the</li></ul>	-Student's book	score		1- Ask and answer 1-Draw attention to the Objectives box on		10
unit to the		poles	-Study circles	page 35, which refers to the objectives of		
students.	-Workbook	beleive	Problem solving	the unit, and explain in Arabic if necessary.	Students'	
	To a charle quida	Characteria	-Brainstorming	2- Read out each question and encourage a	note	
• To talk about	-Teacher's guide	Structures:		short class discussion after each one.	books	
basketball and	-Library	Necessity and	-Co- operative	2- Read the magazine article and check your answers to exercise 1		
		obligation: have	-learning	1- Allow time for the students to read the	Student's'	
tennis.	-Board	to/had to and	-Discovery	text quickly – tell them not to worry about	activity	15 m
	-Cassette	must/mustn't	-Role playing	understanding every word.	books	
<ul><li>To read</li></ul>	-cassette	maser c		2- In pairs, students find the answers to		
a magazine article	-Flash cards			exercise 1, question 2.		
about the history			-Peer learning	3- Which of the words in red in the text mean the following?		
of basketball and			-Work groups	- Students read the text again, taking note of		
tennis.			-Team teaching	the words in red.		
tellilis.				4 -Answer the questions		
			-Pair work	Assessment:		
				Oral questions:		5 m
				Written Exercises:		5 101

**Home Assignment:SB page 35** 

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them



TINU	
7	All about sports
	SB pages 35–39 WB pages 27–29

Day	Date	Period	Class

Lesson ( 2 ) SB Page ( 36 ) WB Page ( 27 )

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		
students will be able to:	-Internet	obligation	-Discussion	Which sport do you like?	Teacher's preparation	5 m
. T	-internet	necessity	Presentation:	book		
• To use have	-Student's book	-	Study circles	<u>1- Underline the verbs used for obligation</u> - Tell the students to read the Grammar box		15 m
to/had to and	Maria I Ivanal	Structures: -Study circles		carefully.		
must/mustn't	-Workbook	1- People didn't have to	Problem solving	2- Complete the dialogue with the correct	Students'	
-I -E	-Teacher's guide -Library		vait for good weather in -Brainstorming	form of have to	note	
		order to play.	-Co- operative	- Read out the first sentence, completed as the example. Elicit the form of <i>have to</i> in this	books	
		2- In those days, players	-learning	sentence (past simple question).		
	-Board -Cassette	had to hit the ball with	-Discovery	3- What did / didn't you have to do when you	Student's'	
		their hands.	·	were a primary school student? Ask and answer about the following	activity books	1 F m
		3- Today, tennis balls	-Role playing	- Read out the question and then ask a	DOOKS	15 m
	-Flash cards	have to weigh 56-59.49	-Individual	student to read out the speech bubble.		
		grams.	-Peer learning	WB		
		4- I must find a new	-Work groups	1- Choose the correct answer from a, b, c or d 2- Make questions with the correct form of		
		sport for my students to play in winter.	-Team teaching	have to or must		
				3- Now answer the questions in exercise 2		
			-Pair work	Assessment: Oral questions:		
				Written Exercises		
						5 m

Home Assignment:WB page 27

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



UNIT	
7	All about sports
	SB pages 35–39 WB pages 27–29

Day	Date	Period	Class

Lesson ( 3 ) SB Page ( 37 )

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5M
<ul><li>students will be able to:</li><li>To listen to a radio</li></ul>	-Internet		-Discussion	What do you know about Olympic Games?  Presentation:	Teacher's preparation	15m
		Olympic Games spectators	-Inductive	1- Ask and answer	book	
programme about	-Student's book	Athletes	-Study circles	-Read out the question and encourage a short class discussion. Tell the students they		
the Champin Compa	-Workbook	stadiums	Problem solving	will find out the true answer when they	Students'	
Olympic Games.	-Teacher's guide		-Brainstorming	listen to the recording.  2- Listen to a radio programme about the	note	
• To talk about how	Librani	Structures:	-Co- operative	Olympic Games and check your answers to	books	
things have	-Library	In the past, the Olympic Games were	-learning	<u>exercise 1</u> - Tell the students just to listen to the	Student's'	15m
changed.	-Board	held in Greece only.	-Discovery	general meaning in order to find the answer	activity	
changea.	-Cassette	However, (today	-Role playing	to the question in exercise 1, and not to worry about details because they will hear	books	
• To give contrasting	-Flash cards	the Olympics are held in	-Individual	the recording again.		
information and to	-riasii caius	different countries).	-Peer learning	3- Listen again and complete the table - First, ask the students to look at the table.		
add		Although (there have	-Work groups	Stronger students could note down any		
information.		been changes),	-Team teaching	answers they think they already know.  4- How have the things listed in exercise 3		
		it's always a great achievement to win	-Pair work	changed since the first Games? Make sentences using expressions from the		
• To carry out an		a game.		Functions box		5m
internet search				Assessment:		
about speed-ball.				Oral questions: Written Exercises		

**Home Assignment:SB page 37** 

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director

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UNIT	
7	All about sports SB pages 35–39 WB pages 27–29

Day	Date	Period	Class

Lesson ( 4 ) SB Page ( 38) WB Page ( 28 )

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet	referee	-Discussion	What should you do when you win a match?	Teacher's preparation	
a Ta tall, about	-internet	opponent	-Inductive	Presentation:  1- Look at the pictures and answer the	book	15m
• To talk about	-Student's book	self-respect	-Study circles	questions		
team sports.	NA/ a which a pale	championship	•	-Ask the students to look at the pictures and		
	-Workbook	Structures:	Problem solving	say what they can see. They then read the	Students'	
<ul><li>To ask and</li></ul>	-Teacher's guide	-When you win a	-Brainstorming	questions and complete the exercise in pairs.	note	
answer a quiz		match, what should	-Co- operative	2- Work in pairs and do the quiz	books	
about team	-Library	you do?	-learning	3- Read the text and discuss these		
	-Board	<b>a-</b> Congratulate	-Discovery	<u>questions</u> - Ask the students to read the text and	Student's'	
sports.		your team.	·	questions.	activity books	
	-Cassette	,	-Role playing	WB	300110	15m
<ul><li>To discuss</li></ul>	-Flash cards	<b>b-</b> Say unkind things	-Individual	1- Complete the sentences with these words		
fairness in sport.		to your opponents.	-Peer learning	2- Choose the correct words 3- Complete the dialogue		
			-Work groups	4-Mohamed Ali Rashwan is a good example of		
			-Team teaching	how anyone should play a sport." Write a		
				paragraph explaining why you agree with this sentence		
			-Pair work	Assessment:		
				Oral questions:		
				Written Exercises		5m

Home Assignment: WB Page ( 28 )

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

TINU	
7	All about sports
	SB pages 35-39 WB pages 27-29

Day	Day Date		Class

Review SB Page ( 39) WB Page ( 29 )

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet		-Discussion	What have you learned in this unit? Presentation:	Teacher's preparation	
To review and		No	-Inductive	1- Match to make sentences	book	15m
practise the	-Student's book	new	-Study circles	<ul> <li>Read out the first phrase and check the students agree that phrase c is the correct</li> </ul>		
vocabulary and	-Workbook	vocabulary	Problem solving	ending for the sentence.	01 1 1 1 1	
structures of the unit	-Teacher's guide		-Brainstorming	2 -Make sentences using the correct form of have to or must	Students'	
• To practise	-Library		-Co- operative	- Read out the instruction and the first sentence, completed as the example.	books	
dictionary skills.	,		-learning	3- Choose the correct words		
v	-Board	Structures:	-Discovery	1- Allow time for the students to study the example.	Student's' activity	
	-Cassette		-Role playing	2- Students complete the task in pairs. Go	books	15m
	-Flash cards	No	-Individual	round and monitor. <u>WB</u>		15111
		new	-Peer learning	1 -Read the dictionary entry and match the		
		Structures	-Work groups	sentences to the correct meanings of <i>light</i> 2- Read the definitions. What are the two		
			-Team teaching	words?		
			-Pair work	3- Read the rules. Which sport is it? 4- Write about where and why speed-ball was invented and how you play it		
				Assessment: Oral questions: Written Exercises		5m

Home Assignment:. WB Page ( 29 )

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director

وخكرات جامزة للطباعة

TINU	
<b>8</b> 20	How we learn SB pages 40–44 WB pages 30–32

Lesson ( 1 ) SB Page ( 40 )

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5 m
students will be able to:	-Internet	control	-Discussion	How good are you at school?  Presentation:	Teacher's preparation	
• To introduce the		balance sailor	-Inductive	1- Read these sentences about intelligence. Do	book	15 m
unit to the	-Student's book	intelligent	-Study circles	<ul><li>you think they are true (T) or false (F)?</li><li>Draw attention to the Objectives box on</li></ul>		
students.	-Workbook	muscles	Problem solving	page 40, which refers to the objectives of	Students'	
• To talk about	-Teacher's guide	Structures:	-Brainstorming	the unit, and explain in Arabic if necessary.  2- Read the article from a science book and	note	
intelligence.		<u>structures.</u>	-Co- operative	<u>check your answers to exercise 1</u> -Read out the instruction and allow time for	books	
	-Library	-ing forms	-learning	the students to read the text quickly – tell	0, 1, 1, 1	
• To read an article	-Board		-Discovery	them not to worry about understanding every word.	Student's' activity	15 m
about being	-Cassette		-Role playing	3- Which of the red words in the text means	books	
intelligent.	Flack couds		-Individual	the following?		
	-Flash cards		-Peer learning	- Students read the text again, taking note of the words in red.		
			-Work groups	4- Answer the questions		
			-Team teaching	-Students read the questions and then the text again.		
			-Pair work	Assessment:		
				Oral questions: Written Exercises:		5 m

Home Assignment:SB page 41

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them



TINU	
8	How we learn
)	SB pages 40–44 WB pages 30–32

Day	Date	Period	Class

Lesson ( 2 ) SB Page ( 41 ) WB Page ( 30 )

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		
students will be able to:	-Internet	breathe	-Discussion	What's your favourite subject at school?	Teacher's preparation	5 m
a Ta idantifu ina	-internet	physical	-Inductive	Presentation:  1- Underline the words ending -ing	book	
• To identify -ing	-Student's book	move	-Study circles	1-Tell the students to read the Grammar box		15 m
forms and to use	18/ o while o oh		•	carefully.		
them correctly.	-Workbook	Structures:	Problem solving	2- Students read the sentences in exercise 1	Students'	
	-Teacher's guide	<b>1-</b> Being very intelligent	-Brainstorming	and underline the words ending in -ing. Check answers.	note	
		can help people to do	-Co- operative	2- Complete the sentences using -ing forms	books	
	-Library		-learning	-Read out the example. Explain that the -ing		
	-Board	amazing things.	-Discovery	form, <i>playing</i> , acts as a noun and is the subject of this sentence.	Student's'	
		<b>2-</b> Albert Einstein had	-Role playing	3- Complete the sentences using -ing forms	activity books	15 m
	-Cassette	problems with reading.	. , -	- Read out the instruction and then ask a		13
	-Flash cards	<b>3-</b> Athletes have fantastic	-Individual	student to read out the speech bubble.  WB		
		control over their	-Peer learning	1- Finish the following dialogue		
			-Work groups	2 -Read and correct the underlined words		
		muscles, breathing and	-Team teaching	3- Complete the sentences using the -ing		
		balance.	-Pair work	form of these verbs		
		<b>4</b> - Other people		Assessment: Oral questions:		
		understand people's		Written Exercises		
		feelings very well.				5 m

Home Assignment:WB page 31

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



TINU	
8	How we learn
)	SB pages 40–44 WB pages 30–32

Day	Date	Period	Class

Lesson ( 3 ) SB Page ( 42 )

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5M
<ul><li>students will be able to:</li><li>To talk about using</li></ul>	-Internet	research	-Discussion	Do you prefer to use a book or the internet to find information for your homework?	Teacher's preparation	15m
the internet.		online	-Inductive	Presentation:	book	
the internet.	-Student's book	puzzle	-Study circles	1- Discuss these questions in pairs - Ask the students what the people in the		
• To listen to a	-Workbook	partner	Problem solving	pictures are doing. Ask whether they enjoy	Otrodonto'	
conversation about	-Teacher's guide	Structures: -I'm afraid that I (have a	-Brainstorming	doing these activities themselves.  2- Listen to a teacher talking to Salma and	Students'	
online research.	-Library	problem using the	-Co- operative	her mother. What is Salma's problem?	books	45
	,	internet).	-learning	- Ask the students to read the question. Then play the recording and ask them to	Student's'	15m
<ul> <li>To practise talking</li> </ul>	-Board	-I find it difficult to (look	-Discovery	listen for the answer. Tell them not to worry	activity	
about problems and	-Cassette	for the information that I	-Role playing	about any words they don't recognise.  3- Listen again and answer the questions	books	
asking about and	-Flash cards	need).	-Individual	- First, ask the students to read the		
offering help.	-Flash Cards	necaj.	-Peer learning	questions. Encourage them to note down any answers they think they already know.		
		-Have you got any	-Work groups	4- Work in pairs		
		problems?	-Team teaching	-Students read the Functions box, saying		
		-What's the matter?	-Pair work	each expression aloud.  Assessment:		
		-Let me see if I can help.		Oral questions:		5m
				Written Exercises		

**Home Assignment:SB page 42** 

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



TINU	
8	How we learn
)	SB pages 40-44 WB pages 30-32

Day	Date	Period	Class

Lesson (4) SB Page (44) WB Page (31)

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet	advise	-Discussion	What would you do if your brother has a	Teacher's preparation	
• To ask and		advice	-Inductive	problem with a project?  Presentation:	book	15m
answer a quiz	-Student's book	problem card	-Study circles	1- Do the quiz about solving problems.		
about solving	-Workbook	Structures:	Problem solving	Compare your answers in pairs and say why you chose your answer	Students'	
problems.	-Teacher's guide	- A new student has	-Brainstorming	- Ask the students to read the first item in the	note	
		arrived in the class from	-Co- operative	quiz and to choose the answer which they agree with. Then hold a short class	books	
• To discuss talking	-Library	another country. You:	-learning	discussion and encourage students to share their ideas.		
about problems	-Board	<u>a</u> -talk to the students in	-Discovery	2- Discuss in pairs	Student's' activity	
• To write a quiz	-Cassette	your class about what	-Role playing	- Students read the questions. Allow them some time to think about their answers.	books	45
for other students		you can do to help the	-Individual	3- Project		15m
to answer.	-Flash cards	new student feel happy at your school.	-Peer learning	<u>WB</u>		
		at your school.	-Work groups	1- Match the words and phrases with their meanings		
		<b>b</b> -wait for the new	-Team teaching	2- Complete the sentences with words and		
		student to talk to you.	-Pair work	phrases from exercise 1 3- Complete the dialogue		
			Tun Work	4- Write seven sentences about how using		
				computers late at night can affect your sleep  Assessment:		5m
				Oral questions:		3111
				Written Exercises		

Home Assignment: WB Page ( 31 )

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



TINU	
8	How we learn
	SB pages 40–44 WB pages 30–32

Day	Date	Period	Class

Review SB Page ( 44 ) WB Page ( 32 )

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet		-Discussion	What do you remember about " How we learn'?	Teacher's preparation	
<ul> <li>To review and</li> </ul>		No	-Inductive	Presentation:	book	15m
practise the	-Student's book	new	-Study circles	1- Look at the pictures. Which one shows		
vocabulary and structures of the unit	-Workbook	vocabulary	Problem solving	- Ask the students to look at the pictures and say what they can see. Then ask them to look	Students'	
• To proofice word	-Teacher's guide		-Brainstorming	at the questions and example answer.  2- Complete the sentences using -ing forms	note	
• To practise word			-Co- operative	- Read out the instruction and the first	books	
building skillsLibrary	-Library		-learning	sentence, completed as the example.		
	-Board	Structures:	-Discovery	3- Complete the mini-dialogue 1- Ask a student to read out the first sentence in the dialogue, completed as the example.	Student's' activity	
	-Cassette		-Role playing	2- Allow time for the students to complete	books	15m
	Flook souds	No	-Individual	the task and then compare answers in pairs.?		13111
	-Flash cards	new Structures	-Peer learning	WB 1- Complete the sentences with the correct		
		Structures	-Work groups	form of do or use		
			-Team teaching	2- Match the advice to the problems		
				3 -Write three more problems and pieces of		
			-Pair work	advice for these problems		
				Assessment: Oral questions:		
				Written Exercises		5m
						J

Home Assignment:. WB Page ( 32 )

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



UNIT	
9	The senses SB pages 45-49 WB pages 33-35
	Lesson ( 1 ) SB Page ( 45 )

Day	Date	Period	Class

Objectives	<b>Teaching Aids</b>	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5 m
students will be able to:	Intowest	equipment	-Discussion	What do you know about Braille?	Teacher's preparation	
	-Internet	work out	-Inductive	Presentation:  1 -Look at the pictures and match the	book	15 m
• To talk about	-Student's book	improve		questions with their answers?		
Braille.		system	-Study circles	1- Draw attention to the Objectives box on		
	-Workbook	blind	Problem solving	page 45, which refers to the objectives of the unit, and explain in Arabic if necessary.	Students'	
• To read about	-Teacher's guide	Structures:	-Brainstorming	2- Ask the students to work in small groups	note	
Louis Braille and		Non-defining relative	-Co- operative	to match the questions and answers.	books	
answer	-Library	clauses	-learning	2- Read the magazine article and check your		
questions.	-Board	ciauses		answers to exercise 1 - Ask the students to look at the title of the	Student's'	
	-boara		-Discovery	article. Ask them if they know who Louis	activity	15 m
	-Cassette		-Role playing	Braille was and what he did. Tell them that	books	
	Flack sands		-Individual	they are going to find out more about him and the system he invented.		
	-Flash cards		-Peer learning	3- Answer the questions		
			-Work groups	1- Ask the students to read the text again		
				more carefully and answer the questions.  2- Check the answers with the whole class.		
			-Team teaching	Assessment:		
			-Pair work	Oral questions:		
				Written Exercises:		
						5 m

Home Assignment:SB page 45

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them



UNIT		
0	The senses	
	SB pages 45-49	<b>WB</b> pages 33–35

Lesson (2) SB Page (46) WB Page (33
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Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		
students will be able to:		Non-defining	-Discussion	When was Brialle born?	Teacher's	5 m
_	-Internet	relative clauses	-Inductive	Presentation:	preparation book	
• To use non-	-Student's book	Structures:		1-Underline the relative clauses. Circle the noun that each relative clause gives you		15 m
defining relative		1 7 ' 70 '11 1	-Study circles	more information about		
clauses.	-Workbook	<b>1-</b> Louis Braille, who was	Problem solving	- Elicit relative pronouns and ask which ones	Students'	
	-Teacher's guide	born in 1809, became	-Brainstorming	are used with people (who, that), places	note	
	-reactier 5 guide	blind after an accident	-Co- operative	<ul><li>(where) and things/animals (which, that).</li><li>2- Join the sentences using a non-defining</li></ul>	books	
	-Library	when he was three.		relative clause		
		<b>2-</b> Louis went to school	-learning	- Write the prompts for the example on the	Student's'	
	-Board		-Discovery	board and construct the sentence including a	activity	
	-Cassette	in his village, where his	-Role playing	relative clause as a class.  3- Complete the following with non-	books	15 m
	-cassette	father made equipment	-Individual	defining relative clauses		
	-Flash cards	for horses.		WB		
		<b>3-</b> Barbier, who was a	-Peer learning	1- Match the words and their meanings		
		soldier, showed the	-Work groups	2- Read and correct the mistakes in these		
			-Team teaching	sentences		
		students his own system	-Pair work	3 -Rewrite the sentences using non-defining relative clauses		
		of dots on paper.	-rali WUIK	Assessment:		
				Oral questions:		
				Written Exercises		5 m

Home Assignment:WB page 33

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



UNIT		
9	The senses	
	SB pages 45–49	<b>WB</b> pages 33-35

Day	Date	Period	Class

Lesson ( 3 ) SB Page ( 47 )

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5M
<ul><li>students will be able to:</li><li>To talk about an</li></ul>	-Internet	Set up	-Discussion	What do you know about orchestra?  Presentation:	Teacher's preparation	15m
orchestra.	-Student's book	Hand out accept	-Inductive -Study circles	1- Can you work out the meaning of the phrasal verbs in red?	book	
<ul> <li>To listen to a conversation about</li> </ul>	-Workbook	take turns Structures:	Problem solving	1- Ask the students to look at the words in red, and to work in pairs to decide what they mean.	Students'	
an orchestra.	-Teacher's guide	-Would you like to (go	-Brainstorming -Co- operative	2- Check the answers but do not confirm them at this point.	note books	
<ul><li>To practise inviting, and</li></ul>	-Library	to)? -I'd like to invite you to	-learning	2- Look at the picture. Who do you think can join the Al Nour wal Amal orchestra?		15m
accepting/refusing	-Board		-Discovery	3 -Listen and check your answers to	Student's' activity	
<ul><li>invitations.</li><li>To carry out an</li></ul>	-Cassette	-I'd love to! -That / It sounds great.	-Role playing	exercises 1 and 2 4 -Listen again and complete the sentences	books	
internet search about	-Flash cards	-I'm sorry	-Individual -Peer learning	- Ask the students to look at the sentences and elicit possible endings.		
the Al Nour		-I'm afraid I can'tI'd love to, but I can't	-Work groups	<ul><li><u>5 -Work in pairs</u></li><li>- Write <i>inviting people</i>, accepting invitations</li></ul>		
wal Amal orchestra.		because	-Team teaching	and <i>refusing invitations</i> on the board. Ask about what kind of invitations people might		
			-Pair work	make, for example, to a birthday party, a wedding or sports match.		5m
				Assessment: Oral questions: Written Exercises		

**Home Assignment:SB page 47** 

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



TINU		
0	The senses	
	SB pages 45–49	<b>WB</b> pages 33-35

Lesson	4	) SB Page (	48) WB Page ( 34	
		<u> </u>	io, itb. age ( o.	

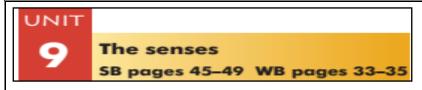
Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet	Sign language	-Discussion	What do you know about sign language?	Teacher's preparation	
a To road about a	-internet	take up	-Inductive	Presentation: 1- Choose the correct answer	book	15m
• To read about a	-Student's book	slightly	-Study circles	- Ask the students whether they have heard		
deaf school in	-Workbook	deaf		of the Deaf School in Cairo. Ask why they		
Cairo.	-WOINDOOK	Structures:	Problem solving	think it might be helpful for there to be a school especially for deaf students.	Students'	
	-Teacher's guide	4 D 41 1 4	-Brainstorming	2 -Complete the fact file	note books	
<ul> <li>To talk about</li> </ul>	l ibuom.	<b>1-</b> Do you think that	-Co- operative	- Ask the students to read the text and	DOOKS	
sign language.	-Library	everyone should learn	-learning	complete the fact file with relevant information.		
0 0 0	-Board	sign language? Why?	-Discovery	3- Critical thinking	Student's' activity	
	-Cassette	/ Why not?	-Role playing	-Ask the students to work in small groups to	books	
	-Cassette	<b>2-</b> How do you think	-Individual	discuss the questions.  WB		15m
	-Flash cards	we can help to make		1- Choose the correct answer from a, b,		
		the everyday lives of	-Peer learning	c or d		
		deaf people	-Work groups	2- Put the dialogue in the correct order		
		easier?	-Team teaching	3 -Accept or refuse these invitations		
		easier:	-Pair work	4 -Now write an invitation for your		
				<u>partner</u> Assessment:		
				Oral questions:		5m
				Written Exercises		3111

Home Assignment: WB Page ( 34 )

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.





Review SB Page ( 50 ) WB Page ( 36 )

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet		-Discussion	What do you remember about senses?  Presentation:	Teacher's preparation	
• To review and		No	-Inductive	1 -Replace the red words with these	book	15m
practise the	-Student's book	new	-Study circles	<ul><li>phrasal verbs</li><li>1 -Elicit the phrasal verbs from the unit.</li></ul>		
vocabulary and	-Workbook	vocabulary	Problem solving	2- Then ask the students to read the example	Students'	
structures of the unit	-Teacher's guide		-Brainstorming	and complete the rest of the exercise in pairs. <b>2 -Add the correct non-defining relative</b>	note	
unit	-Library		-Co- operative	clauses a-f to these sentences	books	
• To learn how to	Library		-learning	- Elicit what the students have learned about non-defining relative clauses from the unit.	Student's'	
write and lay out	-Board	Structures:	-Discovery	3- Complete the mini-dialogues with the words - Elicit ways to invite someone to do	activity	
addresses.	-Cassette		-Role playing	something and to accept or refuse an	books	15m
	-Flash cards	No new	-Individual	invitation.  WB		
		Structures	-Peer learning	1- Complete the invitation with these words		
			-Work groups	2- Read the invitation again and answer the questions		
			-Team teaching	3 -Write what you would say in each of the following situations.		
			-Pair work	4 -Rewrite the following using the words in		
				<u>brackets</u> Assessment:		
				Oral questions: Written Exercises		5m

Home Assignment:. WB Page ( 36 )

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.



	SB pages 50-51
REVIEW C	WB pages 36-39

Lesson ( 1 ) SB Page ( 50 )

Day	Date	Period	Class

Objectives	<b>Teaching Aids</b>	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet		-Discussion	What do you remember about sports?  Presentation:	Teacher's preparation	
		No Nove	-Inductive	1- Ask and answer	book	15m
•To review and practise the	-Student's book	<u>New</u> vocabulary	-Study circles	- Ask the students to look at the pictures and say what they can see (the O2 Arena in		
vocabulary and	-Workbook		Problem solving	London; Egyptian artefacts).	Students'	
structures of Units7-9	-Teacher's guide		-Brainstorming	2- Read Andy's blog and check your answers to exercise 1	note	
	-Library	Structures:	-Co- operative	1- Ask the class to read the text. 2- Check their answers.	books	
	,		-learning	3- Are these sentences true ( <i>T</i> ) or false ( <i>F</i> )?		
	-Board	<u>No</u>	-Discovery	1- Ask students to read the first sentence and provide the correct information (The teacher	Student's' activity	
	-Cassette	New	-Role playing	handed out some information about the	books	15m
	-Flash cards	structures	-Individual	exhibition). 2- Allow time for the students to complete the		13111
			-Peer learning	task. Then check the answers as a whole class,		
			-Work groups	encouraging them to correct the false sentences.		
			-Team teaching	Assessment:		
			-Pair work	Oral questions: Written Exercises:		
						5m

Home Assignment: SB Page ( 50 )

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

REVIEW C	SB pages 50-51 WB pages 36-39
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<u>Lesson (2) SB Page (51)</u>

Day	Date	Period	Class

Objectives	<b>Teaching Aids</b>	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet	No	-Discussion	Do you like maths? Presentation:	Teacher's preparation	
-To review and		New	-Inductive	1- Choose the correct word	book	15m
practise the	-Student's book	<u>vocabulary</u>	-Study circles	- Read out the first sentence, completed as the example.		
vocabulary and	-Workbook		Problem solving	2- Listen and complete the dialogue	Students'	
structures of Units 7- 9	-Teacher's guide		-Brainstorming	- Tell the students they are going to hear a conversation between Dina and Reem. Ask	note books	
		Structures:	-Co- operative	them to read the dialogue and say what it is	DOOKS	
-Library -Board -Cassette -Flash cards	-Library		-learning	about (they are talking about learning).  3- Work in pairs. Use non-defining relative	Student's'	
	-Board	<u>No</u>	-Discovery	clauses to add information to these	activity	
	-Cassette	<u>New</u> structures	-Role playing	sentences - Read out the instruction and then ask a	books	15m
	-Elach cards	<u>structures</u>	-Individual	student to read out the example in the speech		
	-riasii carus		-Peer learning	bubble.  4 -Listen and complete these words with the		
			-Work groups	missing letters. Then listen again and repeat		
			-Team teaching	the words - Read out the instruction and then ask the		
			-Pair work	students to look at the words and guess what they are.		
				Assessment: Oral questions: Written Exercises:		5m

Home Assignment: SB Page ( 51 )

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.